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IA Philosophy

IA

The Board of Education has adopted the following mission statement:

USD 412 Mission Statement

The staff, students, and community of USD 412 share responsibility in attaining appropriate education to live, learn, and work in an international society.

The schools of Unified School District 412 are fully accredited by the Kansas State Board of Education.

Goals and Objectives

In prescribing courses of study for students during each year of the district's educational program, the board subscribes to the following goals and objectives.

Academic Development

The academic program will assist students (depending upon their individual needs, interests and abilities) to grow intellectually and to think rationally.

Development of Desirable Qualities and Citizenship

Each student will be assisted to use knowledge and skills for perpetuating and improving a democratic society and for developing a respect for the rights, opinions and values of others so that the student may live as a responsible, mature, functional member of the community.

Improved Physical Fitness

The twofold purpose of physical fitness is to assist the development of healthy minds and bodies and to provide experience in activities which will provide beneficial leisure time activities as adults.

Development of Employment Skills

Because many students will seek employment upon completion of their secondary schooling, all students will be given the opportunity to engage in career-oriented preparation courses.

Development of Moral and Cultural Values

The instructional program will attempt to assist students in understanding the various traditions and morals of other cultures.

Academic Freedom

Academic freedom shall be guaranteed to students, and no arbitrary limitations shall be placed by teachers upon study, investigation, presentation and interpretation of facts and ideas concerning man, human society, the physical and biological world and other branches of learning when pursued in accordance with board policy, rules and regulations or in the absence thereof, administrative approval.

Approved: October 2001

IB School Site Councils

IB

(See KA)

A site council shall be established in each district building. Each council shall be responsible for providing advice and counsel for evaluating state, school district, and school site performance goals and objectives and in recommending methods that may be employed at the school site to meet these goals and objectives. Discussions may include allocations of the school budget and administrative and management functions.

The membership of each council shall include, at a minimum, the building principal, and representatives of: teachers and other school personnel, parents of pupils attending the school, the business community, and community leaders.

The principal shall recommend site council members for board approval.

Each site council shall establish meeting schedules. Each council shall report to the board at least ___ times a year.

Approved: October 2022

KASB Recommendation– 6/22

IC Curriculum Development

IC

It shall be the policy of the district to develop a comprehensive curriculum K-12 which is based on valid educational research and which encompasses a philosophy of education compatible with the mission statement of the district.

The certified staff will evaluate the curriculum of the district in view of the district’s goals and objectives on a periodic basis. The findings, conclusions and recommendations of the staff will be transmitted to the board.

Resources

The certified staff is encouraged to utilize any available resource in the development of a comprehensive curriculum.

Personnel

The board encourages the use of district personnel as well as resource personnel from outside the district in the development of a comprehensive curriculum and related materials.

Materials

The board recommends that the certified staff utilize and develop materials which will aid in the development of curriculum to be approved by the board for use in the district.

Financial

The board encourages the superintendent to continuously investigate the availability of other-than-district funds to defray expenses incurred in the development of a district-wide curriculum.

Planning

The board advocates a policy of continuous curriculum study.

Research

The superintendent or designated representative shall develop a research and evaluation program which will provide the certified staff and the board with data to be used in the development of curriculum areas. The use of research findings of other agencies, departments, colleges and universities is encouraged by the board.

Educational Program

The academic program shall assist students to grow intellectually, to master the curriculum objectives, and to prepare for further education or training. The board shall consider the district's basic educational program each year. And, when approved, the program shall constitute the district's basic curriculum.

Curricular Offerings

An outline of each curricular offering and the learning objectives to be mastered shall be developed. When approved by the board, they shall become a part of these policies and rules by reference.

Educational Goals and Objectives

District educational goals and curriculum objectives for the basic educational program shall be on file in the district office, and available for inspection upon request.

Additional Educational Programs

Additional educational programs shall be in one of the following categories: Special Programs (IDAA), Support Programs (IDAB) and Exceptional Programs (IDAC).

Approved: July 2020

KASB Recommendation – 6/04; 04/07; 6/10; 6/20

IC-R Curriculum Development

IC-R

The superintendent shall have the responsibility to seek out available resources for use by the certified staff in the development of district-wide curriculum.

Personnel

The superintendent shall submit to the board the proper budget requests for payment of fees and

honorariums for the use of resource personnel at a reasonable time before the services of such personnel are utilized by the district.

Planning

The superintendent is encouraged to utilize resource personnel in a manner consistent with board policies. The superintendent is also encouraged to use district patrons and students in a manner consistent with these policies.

The superintendent or designated representative shall have the responsibility to organize the certified staff in appropriate committees to plan, study, modify, change or develop a district-wide curriculum.

Research

The superintendent may budget for educational research and evaluation programs, accelerate implementation of such programs and exchange the information with the certified staff, encourage evaluation of technological advances in education, support the use of tools or techniques to enhance the teacher's effectiveness or productivity and develop a reasonably detailed budgeting system that includes periodic reviews designed to assist the board in policy planning and general oversight of the operation of the curriculum in the district.

Pilot Projects

The superintendent or designated representative is encouraged to investigate the availability of outside funds to be used in financing any pilot project in the district.

Pilot Project Evaluation

The superintendent or designated representative will develop evaluation instruments to be used in any pilot project. Such instruments shall include, but shall not be limited to, the following areas: type and form of data to be gathered; personnel to be used in the project; anticipated costs of the project; anticipated input in terms of hardware and software; anticipated outcomes in terms of student productivity, student achievement, teacher utilization and productivity, building use, noncertified staff use; and standard tests to be administered, if any.

Curriculum Adoption

Certified personnel shall submit plans for changes in the curriculum to an appropriate committee for study, and any recommendations of said committee shall be presented to the board for action.

Approved: August 1993

ICA Pilot Projects

ICA

The board encourages the use of pilot projects before any new instructional technique is implemented on a district-wide basis.

For the purpose of this policy, pilot project means any research or experimentation program or project designed to explore or develop new, unproven teaching methods or techniques. All instructional materials, including teachers’ manuals, films, tapes or any other supplementary instructional material which will be used in connection with a pilot project shall be available for inspection by parents or guardians of the students engaged in the program or project.

Student Surveys

Any instrument designed to survey students, either by district staff or by an outside agency or individual, shall be made available for inspection by parents or guardians before the survey is administered. (See IDEA)

Pilot Project Evaluation

Before any pilot project proposal is submitted to the board for approval, an evaluation format shall be developed and included with the pilot project. (Se IJ, JR et seq.)

Approved: April 2004

ICAA Teaching Methods

ICAA

(See GRBC, ICA, IDEA, II and IJ)

Use of current research findings to improve instruction is required as a part of the district’s school improvement efforts. Staff development programs will be designed to help teachers learn research-based instructional skills and to apply them in daily instruction.

Approved: September 2010

ID Instructional Program

ID

(See CJ, CL, IC and IJ)

All licensed staff shall cooperatively develop an integrated, comprehensive, performance-oriented pre-K-12 Instructional Program, which will be composed of the specific courses and programs offered that allow students to meet the goals and objectives set forth in the educational program. The instructional program is to include district instructional goals and learning objectives and be based on valid educational research and current Kansas State Board of Education requirements.

Personnel

Outside resource and district personnel may be used in curriculum development.

Financial Resources

The board encourages the superintendent to secure federal, state and private grants, or other alternative funding sources for use in curriculum development. The licensed staff is encouraged to use available commercial, public domain and community resources to assist in developing the instructional program and extending it beyond the traditional classroom setting.

Approved: July 2024

KASB Recommendation - 6/24

IDA Educational Program

IDA

The board shall consider the basic program of the district each year, and if approved, the program shall constitute the basic curriculum of the district. Handbooks outlining any course held in the district must be approved by the board in advance of the school year in which the courses are to become operative. Said handbooks when approved shall become a part of these policies and rules by reference.

Goals and Objectives

The district's goals and curricular objectives are on file in the district office and available for inspection as required by current law.

Drug Education

All the district's students shall be made aware of the legal, social and health consequences of drug and alcohol use. Students shall be instructed on effective techniques for resisting peer pressure to use illicit drugs or alcohol. Students shall also be informed that the use of illicit drugs and the unlawful possession and use of alcohol is both wrong and harmful.

The board has adopted a comprehensive drug and alcohol abuse and prevention program as part of the district's curriculum. The curriculum is age-appropriate and developmentally based to reach students at all ages and levels of education within the district.

Any student who voluntarily seeks assistance, advice or counseling from school personnel regarding drugs or drug abuse will not be disciplined by school authorities.

Homebound Instruction

It is the responsibility of the district to educate all school-age children who are located within the district. Therefore, if a child is unable to attend school because of length illness or other causes, the parents may request homebound instruction provided:

- Parents request homebound instruction from the superintendent or his representative;
- Application form is forwarded to the family physician for his recommendation and signature;

- The superintendent or his representative obtains a teacher for the student, and/or the director of special education files the necessary papers with the Division of Special Education, State Department of Education;
- The superintendent or his representative then notifies the principal of the building in regard to the status of the student and supplies him with the name of the homebound teacher. The principal then notifies the student's teacher and supplies the teacher with the student's status and the name of the homebound teacher; and
- The reentering of the student to regular classes discontinues the homebound instruction.

Cocurricular Activities

The board encourages the development of policies for cocurricular activities.

Any student who does not wish to participate in any required, school-sponsored activity must file a written statement with the building principal.

The written statement must be signed by one of the student's parents and must explain the reason(s) why the student should be exempt from participating in the activity.

Any high school student who participates in any extra-class activity that is adjudicated (athletics, music, speech, debate, drama, etc.), in any student government body such as a student council or in service as a class officer or president of a student organization or association must meet requirements as set forth by Kansas State High School Activities Association.

Athletic Director

The superintendent or designated representative shall develop qualifications and duties for a position to be entitled as "athletic director." Responsibility of the director shall include but not be limited to the following: organizing, planning, coordinating, administering all athletics; arranging for transportation for all athletic teams; participating in league meetings together with the principal and all coaches; preparing athletic budgets; and preparing contracts with game officials and evaluating on an annual basis all district athletic programs and coaches.

Approved: August 1993

IDAA Special Programs

IDAA

(See AEB, IC, and JJ)

In addition to the educational program, the district shall provide programs to meet special needs. These programs shall be outlined in the appropriate handbooks or other documents following board review and approval.

Partnerships/Work-Study Program

The board may approve partnership/work-study programs with business and/or educational institutions for the purpose of improving and/or expanding the quality of curricular offerings, and may approve opportunities for partnership organizations to assist with specified programs.

A periodic review of the partnership's goals and objectives shall be conducted.

Approved: October 2021

KASB Recommendation – 6/04; 4/07; 6/21

IDAB Support Programs

IDAB

(See IC and LDD)

Support program information approved by the board shall be filed with the clerk and made available to staff as needed.

Drug Education

All students shall be made aware of the legal, social and health consequences of drug and alcohol use. Students shall be instructed on effective techniques for resisting peer pressure to use illicit drugs or alcohol. Students shall be informed that the use of illicit drugs and the unlawful possession and use of alcohol is both wrong and harmful.

The board's comprehensive drug and alcohol abuse and prevention program shall be included as part of the district's curriculum. The curriculum at each grade level shall be age-appropriate and developmentally based.

A student who voluntarily seeks assistance, advice or counseling from school personnel regarding drugs or drug abuse shall not be disciplined by school authorities because the student sought assistance.

Student Mental Health

The superintendent may develop and implement a student mental health awareness program. The superintendent shall identify community or area mental health agencies able to provide assistance.

Dropout Prevention

The superintendent may develop and implement programs to prevent students from dropping out of school or to encourage dropouts to return to school.

The staff shall incorporate the philosophy and goals of this policy into the schools' programs.

At-Risk Students

The superintendent shall be responsible for developing a program for identifying and working with at-risk students.

Guidance

The guidance program shall be organized to serve all students.

Counselor(s) shall provide guidance services consistent with district philosophy, job descriptions and board policies.

Homebound Instruction

Homebound instruction may be provided to a student as deemed necessary by the superintendent or by the student’s Individualized Education Program (IEP) team or Section 504 team.

Approved: January 2023

KASB Recommendation - 12/22

IDACA Special Education Services

IDACA

In accordance with the provisions of Federal and state law, it is the policy of this district to provide a free appropriate public education for every exceptional child (as defined by K.S.A. 72-962) who is a resident of this district or attends a private or parochial school located in this district. Special education services are provided for such children, including individual educational programs offered in the least restrictive environment.

Child Find, Identification, and Eligibility

The district shall coordinate and maintain a system which schedules and structures available services for pupils who are referred to determine eligibility for special education services in accordance with procedural processes established in Federal and state law.

Actions and Due Process for Students

Parental involvement and cooperation are important to the success of these educational programs. In order to encourage the involvement and cooperation of parents in special education services and to safeguard the rights of exceptional children to a free appropriate public education, the board utilizes and refers parents to the “Procedural Safeguards in Parent Rights in Special Education” published by the Kansas State Department of Education.

In the provision of special education and related services, the district will implement all Federal and Kansas statutes, rules, and regulations.

Approved: October 2014

IDACB Section 504 Accommodations for Students

IDACB

In accordance with the provisions of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act, the district is committed to providing students with disabilities the opportunity to participate in and benefit from its programs and activities. Accordingly, the district will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. No district board member, employee, or contractor shall retaliate against any person because of his or her exercise of rights under Section 504.

Approved: October 2014

IDAD Title I Programs

IDAD

The board shall ensure the district's Title I programs operate in accordance with federal laws and conditions. The superintendent is responsible for administering the district's Title I program; assessing the educational needs of all students, particularly the needs of educationally disadvantaged children; developing appropriate communication channels between all parties; to the extent practicable, providing full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under federal law in a format and language such parents/guardians can understand; developing in-service training for parents and staff; and developing appropriate evaluation procedures.

Annual Parent Meeting

The board shall designate at least one meeting date each school year to provide parents of Title I students an opportunity to meet with school personnel in order to participate in the design and implementation of the Title I program.

Approved: October 2014

NOTE: This document MUST be approved by board action to become policy. File with clerk, distribute to principals and duplicate as necessary in district newsletters and other documents.

Regulation – Title I

Parental Involvement Encouraged

Parents shall receive information about the Title I program, the curriculum, academic assessments, and required proficiency levels, and their right to request additional meetings. All parents of Title I students shall be invited to the meetings.

The board shall strongly encourage parental involvement in the district’s Title I program. Included in these efforts shall be: activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels including:

1. Assistance in understanding.
 - a. State academic content and achievement standards;
 - b. How to monitor their child’s progress; and
 - c. Title I regulations.
2. Activities that include promoting cooperation between the district and other agencies or school/community groups (such a parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
3. Implementing strategies to involve parents in the educational process, including: Joint development of a school-parent compact that outlines the shared responsibilities of the school and the parent for high student achievement by:
 - a. Keeping families informed of opportunities for involvement and encouraging participation in various programs.
 - b. Providing access to educational resources for parents/families to use together with their children.
 - c. Keeping families informed of the objectives of district educational programs as well as of their child’s participation and progress within these programs.
 - d. Allowing parents reasonable access to staff who work with their children.
 - e. Providing professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies.
 - f. Promoting activities, which emphasize the importance of parent-school communication.

Activities to Enable Parental Participation

The district shall enable families to participate in the education of their children through a variety of roles. For example, family members shall be given opportunities to:

4. Provide input into district policies that affect Title I programs and their children.
5. Understand and participate in school improvement efforts.
6. Volunteer time within classrooms and school programs.
7. Perform regular evaluations of parent involvement at each school and at the district level.
8. Provide access, upon request, to any instructional material used as part of the educational curriculum.
9. Provide information in a language understandable to parents, if practical.

Scheduling for Parents' Convenience

The district shall, to the extent possible, schedule activities for parent involvement at times and places accessible to parents of Title I students and provide information in a format and language the parents understand.

Annual Evaluation

The district shall conduct, with involvement of parents, an annual evaluation of the contents and effectiveness of the parental involvement policy IDAD. The district shall use the evaluation to design strategies for more effective parental involvement and to revise, if necessary, the policy IDAD.

Approved: April 2004

Proposed changes (if any) made to IDAD

Administrators and other school employees present:

Name	Title/Position	Building

Copies to: Clerk of the Board; Superintendent of Schools; School Principal

Approved by Board of Education as Policy/Regulation Date: April 2004

IDAE Student Privacy Policy

IDAE

(See BCBK, ICA, ICAA, II, and JR et seq.)

The superintendent, the board and staff shall protect the right of privacy of students and their families in connection with any surveys or physical examinations conducted, assisted, or authorized by the board or administration. The district shall annually provide parents notice of their rights under the Protection of Pupil Rights Amendment and the Student Data Privacy Act, at the beginning of each school year, and at any other time the school district policies in the area are substantially changed.

Student Data Restrictions

Any student data submitted to and maintained by a statewide longitudinal student data system shall only be disclosed in accordance with the Student Data Privacy Act. Disclosure of all other student data or student record information maintained is governed by the Family Educational Rights and Privacy Act (“FERPA”).

Annual written notice presented to parents and legal guardians of district students shall: 1) require parent or guardian’s signature; and 2) shall state student data submitted to and maintained by a statewide longitudinal data system only be disclosed as follows.

Student data may be disclosed to:

The authorized personnel of an educational agency or the state board of regents who require disclosures to perform assigned duties; and

The student and the parent or legal guardian of the student, provided the data pertains solely to the student.

Student data may be disclosed to authorized personnel of any state agency, or to a service provider of a state agency, educational agency, or school performing instruction, assessment, or longitudinal reporting, provided a data-sharing agreement between the educational agency and other state agency or service provider provides the following:

- purpose, scope, and duration of the data-sharing agreement;
- recipient of student data uses such information solely for the purposes specified in agreement;
- recipient shall comply with data access, use; and
- security restrictions specifically described in agreement; and
- student data shall be destroyed when no longer necessary for purposes of the data-sharing agreement or upon expiration of the agreement, whichever occurs first.

*A service provider engaged to perform a function of instruction may be allowed to retain student transcripts as required by applicable laws and rules and regulations. Destruction shall comply with the NISTSP800-88 standards of data destruction.

Unless an adult student or parent or guardian of a minor student provides written consent to disclose personally identifiable student data, student data may only be disclosed to a governmental entity not specified above or any public or private audit and evaluation or research organization if the data is aggregate data. "Aggregate data" means data collected or reported at the group, cohort, or institutional level and which contains no personally identifiable student data.

The district may disclose:

- Student directory information when necessary and the student's parent or legal guardian has consented in writing;
- directory information to an enhancement vendor providing photography services, class ring services, yearbook publishing services, memorabilia services, or similar services;
- any information requiring disclosure pursuant to state statutes;
- student data pursuant to any lawful subpoena or court order directing such disclosure; and
- student data to a public or private postsecondary educational institution for purposes of application or admission of a student to such postsecondary educational institution with the student's written consent.

Student Data Security Breach

If there is a security breach or unauthorized disclosure of student data or personally identifiable information of any student submitted to or maintained on a statewide student longitudinal data system, each affected student or the parent or legal guardian of the student, if a minor, shall be immediately notified, and an investigation into the causes and consequences of the breach or unauthorized disclosure will be conducted.

Biometric Data

The district shall not collect biometric data from a student or use any device or mechanism to assess a student's physiological or emotional state, unless the adult student or the parent or legal guardian of the minor student consents in writing. "Biometric data" includes measurable biological or behavioral characteristics that can be used for automated recognition of an individual, such as fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting.

Nothing in this policy shall prohibit the collection of audio voice recordings, facial expression information, and student handwriting for:

- provision of counseling or psychological services,
- conducting student threat assessments,
- completing student disciplinary investigations or hearings, or
- conducting child abuse investigations.

- Select Student Surveys

No nonacademic test, questionnaire, survey, or examination containing any questions about the personal and private attitudes, values, beliefs, or practices of the student or the student's parents, guardians, family members, associates, friends, or peers that is administered during the school day shall be administered to any kindergarten through 12th grade student unless: the parent or guardian is notified in writing not more than four months in advance of the administration of such test, questionnaire, survey, or examination that such is to be administered; and the parent or guardian of the student gives consent through a written or electronic signature or, in the event of an immediate need, gives verbal consent for the student to participate.

Advance notification to a parent or guardian must include:

A copy of the test, questionnaire, survey, or examination that is to be administered;
Information on how the parent or guardian may provide written consent to authorize the student to take such test, questionnaire, survey, or examination;
The name of the company or entity that produces or provides the test, questionnaire, survey, or examination to the school; and
Whether the school will receive or maintain the resulting data and an explanation of how the school intends to use and maintain such data.

For written consent to be accepted, timely notice in compliance with the requirements of this policy must be provided, and the guardian must have had an opportunity to review the information contained in the notice. Written consent must be provided separately for each individual test, questionnaire, survey, or examination that is to be administered. Prior to administering any such test, questionnaire, survey, or examination, a copy of it must be posted and maintained on the district's website

A student has the right to refuse to take any test, questionnaire, survey, or examination as described herein at any time, regardless of receipt of parent or guardian consent to participate. Prior to administering any such test, questionnaire, survey, or examination, each student shall be informed that such student has the right to refuse to take it and that the student will not suffer any adverse consequences based on refusal to participate.

No personally identifiable student data shall be collected through any such test, questionnaire, survey, or examination.

Except as otherwise provided in this policy, the provisions of this subsection shall apply to any test, questionnaire, survey, or examination as described herein that is administered or proposed to be administered to any student by any employee of a school district, including, but not limited to, any administrator, teacher, counselor, social worker, psychologist, or nurse.

If, however, any district employee becomes aware that a student may be at risk of suicide by a credible report from the student, the student's peers, or another school district employee, the school personnel who are designated to administer a suicide risk assessment or screening tool may administer such risk assessment or screening tool in accordance with the provisions of this subsection to determine whether the student could be at risk for suicide. Such designated school personnel may include, but is not limited to, any administrator, teacher, counselor, social worker, psychologist, or nurse. Prior to the administration of any such risk assessment or screening tool, the designated staff member shall verbally notify the parent or guardian before the administration of such risk assessment or screening tool and obtain the consent of the parent or guardian.

If the designated staff member is unable to verbally notify the parent or guardian of the student and obtain consent after reasonable attempts to do so, the designated staff member may administer the risk assessment or screening tool without the parent or guardian's consent, as soon as contact with a parent or guardian is made, the designated staff member shall notify the parent or guardian of the administration of such assessment or screening tool and provide to the parent or guardian all information obtained from the risk assessment or screening tool administered to the student.

Approved: October 2022

KASB Recommendation – 7/03; 6/04; 4/07; 6/14; 6/16; 6/22

IDACA Special Education Services

IDACA

In accordance with the provisions of Federal and state law, it is the policy of this district to provide a free appropriate public education for every exceptional child (as defined by K.S.A. 72-3404) who is a resident of this district or attends a private or parochial school located in this district. Special education services are provided for such children, including individual educational programs offered in the least restrictive environment.

Child Find, Identification, and Eligibility

The district shall coordinate and maintain a system which schedules and structures available services for pupils who are referred to determine eligibility for special education services in accordance with procedural processes established in Federal and state law.

Actions and Due Process for Students

Parental involvement and cooperation are important to the success of these educational programs. In order to encourage the involvement and cooperation of parents in special education services and to safeguard the rights of exceptional children to a free appropriate public education, the board utilizes and

refers parents to the “Procedural Safeguards in Parent Rights in Special Education” published by the Kansas State Department of Education.

In the provision of special education and related services, the district will implement all Federal and Kansas statutes, rules, and regulations.

Approved: October 2018

Protection of Pupil Rights Amendment: Regulation

USD 412

NOTE: This document MUST be approved by board action to become policy. File with clerk, distribute to principals and duplicate as necessary in district newsletters and other documents.

Surveys: Parental Inspection Rights

Parents shall have the right to inspect any survey created by a third party before it is administered or distributed to students in the school. Prior to distribution, parents shall have the right to inspect any survey that seeks information about: political affiliations or beliefs of the student or the student's parent; mental or psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or student's parent; or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Written Permission Required

If such survey is funded in whole or in part by federal funds or if the survey concerns the student's or student's parents' or guardians' beliefs or practices on sex, family life, morality, or religion, it shall not be administered without providing notice to and the express written consent of a parent or guardian. If the survey is not federally funded and does not cover the aforementioned topics, parents must be given direct notification of the survey and be provided with an opportunity to opt their child out of the survey. If the survey is part of the curriculum, parents shall have the right to inspect any instructional materials used in conjunction with the survey.

Physical Examinations

Prior to the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school, scheduled by the school in advance and not necessary to protect the immediate health and safety of the student, the school shall provide parents with notice of the activity and provide parents with an opportunity to opt their child out of the activity. This requirement does not apply to routine dental, hearing and vision screenings required under Kansas law.

Parental Rights: Marketing Information

If the school collects, discloses or uses personal information from students for the purpose of marketing or selling that information, parents shall have a right to inspect any instrument used for the

collection of such information before it is administered or distributed to students in school. Parents shall be provided with notice of such activities and provided with an opportunity to opt their child out of the activity. The requirements concerning activities involving the collection and disclosure of personal information from students for marketing purposes **do not apply** to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:

1. College or other postsecondary education recruitment or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Release of Information – FERPA Rights

Unless the information collected from students is designated as directory information and is maintained outside of a statewide longitudinal student data system, no information gathered about students shall be released to third parties without the express written consent of the parent or eligible student. (See JRB)

Approved: KASB Recommended Regulation – 7/03; 1/04; 12/14

Approved USD 412: October 2015

(See JQH and JQH-R)

Philosophy

The board endorses special programming efforts geared to enticing students who are in danger of becoming dropouts back to learning.

The board desires to provide students and their parents with an understanding and appreciation of the need for academic learning and relate academic learning to work experience. This can be accomplished both outside the school in cooperation with business and industry and within the school in simulated experiences. Students must know how to read and communicate if they are to be able to succeed in the business world.

Goals and Objectives

The board shall combine academic study with the stimulation and challenges necessary to engage the minds of all students and with the variation of pace, topic, and activity important to sustaining their interest.

The major goals of the district's dropout prevention program shall be to:

- identify individual needs at the earliest stage and provide instruction designed to improve and expand basic reading, writing, and speaking skills so that every student is capable of keeping up with his classmates throughout his school career;
- develop an incentive and reward system which reinforces pride in academic achievement and replaces the expectation of failure so prevalent in the dropout scenario;
- offer a teaching and counseling curriculum designed to provide students graduating from high school with valuable skills, career direction, and the possibility of future employment; encourage high risk students to participate in school activities in order to combat the school isolation common to dropouts; and
- communicate with parents and students regarding the value of education in their lives.

The superintendent shall incorporate the philosophy and goals of this policy into the school setting.

Approved: August 1993

IDCG Student Suicide Awareness and Prevention

IDCG

(See JG)

The board believes the physical and mental well-being of all students must be maintained as a prerequisite to achievement through the formal educational process and wishes to ensure that appropriate awareness and prevention programs are initiated and continue in the district.

The staff of the district, as well as the students, can benefit from and contribute toward the prevention of student suicide. The success of such an effort depends to a large extent upon the understanding and support of the total community.

The board directs the superintendent to develop and implement a comprehensive and continuing student suicide awareness and prevention program for the entire district. Since the necessary professional expertise to carry out such a program adequately may not be available within the school system, it also directs the superintendent to identify a community mental health agency able to provide the necessary assistance and to establish a continuing cooperative relationship with them in this effort.

Approved: August 1993

IDCG-R Student Suicide Awareness and Prevention

IDCG-R

The board directs that the program developed help the district's staff, parents, and student to:

- understand the developmental stages of child growth and the causes of student suicide;
- recognize the early warning signs of student suicide;
- learn to help in a suicidal crisis;
- identify community resources and procedures that can help a suicidal person; and
- address the repercussions of such a tragedy.

The superintendent shall review and keep current appropriate regulations and procedures for the implementation of the program and ensure their dissemination to staff, students, and parents.

Such regulations and procedures shall:

1. Ensure the short-term physical safety of the students by:
 - a. Securing immediate medical treatment where a suicide attempt has occurred;
2. Securing police and/or another emergency assistance where a suicidal act is being actively threatened;
3. Keeping a student under continuous adult supervision when a suicidal act is less actively threatened, but is a serious possibility; and
4. Monitoring student's actions where an unsuccessful suicidal act has been reported or threatened.

5. Communicate with appropriate school personnel, parents, and local support personnel and establish an interim plan of action notification of one or more of the following:
 - a. counselor, school psychologist, nurse, principal or other building administrator, and the central office administration;
 - b. Contact by designated school professional with parent or guardian;
 - c. Contact by designated school professional or other local support personnel, including police, counseling agencies, or private therapist; and
6. The determination of an interim plan of action through which the school can transfer responsibility for the student's welfare to the parent, and/or the appropriate support agent or agency.
7. Refer to appropriate professional or agency and implement a long-term plan of action by:
 - a. Follow-up of interim plan;
 - b. Strong recommendation that parents or guardian contact one or more of the local agencies; and
 - c. Timely follow-up on the part of designated school professional regarding the parent and student contact with the local agent or agency.

The intent of the above guidelines is to emphasize the district's role in being sensitive to "at-risk" students. In each situation, staff members need to be fully aware of how to get help immediately.

Approved: August 1993

IDDA At-Risk Students

IDDA

The board believes that, in order to benefit from a learning environment, students must be as free as possible from the dilemma imposed by personal societal problems. Suicide threats, evidence of child abuse, and similar danger signs must be taken seriously. Concern for the personal development of students, as well as the academic development, must be integrated throughout district operations.

The superintendent or designee shall investigate and recommend programs which will address the needs of at-risk students. At-risk students include, but are not limited to, those students who abuse drugs or alcohol, are suicidal, drop-out of school, are abused children, or are pregnant minors.

Program planning should examine, but is not limited to, the following: classroom learning experiences; primary prevention programs; staff development requirements; district liability; community resources; crisis response/intervention teams; peer counseling; parent education; student study teams; K-

12 guidance and counseling curriculum; attendance policy and procedures; student discipline; and alternative programs.

Approved: August 1993

IDCE College Classes IDCE
(See JBE and JQ)

With parental permission, eligible students who can complete graduation requirements as prescribed by the board are eligible to be released from school during the regular school day to attend classes at a post-secondary education institution with board approval.

Concurrent Enrollment

A student enrolled in grades 10, 11 or 12, or a gifted child in grades 9 through 12 who has demonstrated the ability to benefit from participation in the regular curricula of eligible postsecondary education institutions, may apply to the principal for permission to enroll at an eligible postsecondary education institution.

The district may enter into an agreement with the institution for the purpose of allowing these students to receive dual credit.

Approved: September 2008

IDE Partnerships IDE

The board may enter into partnership programs between the district or the schools of the district and business and/or educational institutions for the mutual benefit of the students, professional staff, and the outside organization. Such partnerships may include, but are not limited to: adopt-a-school programs, cooperative vocational education agreements, or the lending of equipment.

For each partnership created within the district, a joint steering committee will be formed composed of at least the building principal or a district level administrator and a line-officer of the business or an appropriate administrator of the educational institution. The steering committee will have additional members representing staffs of both the school and the partner. Responsibilities of the steering committee will be to: determine appropriate goals and objectives, schedule meeting times, decide appropriate activities, and identify available resources to help meet the goals and objectives.

There will be an annual review of the partnership's goals and objectives by the steering committee. An annual report of this review will be made by the committee to the board.

Initial partnerships will be created for one year. After the initial year, a partnership may continue as long as there is mutual benefit to those involved and as long as the annual report of the joint steering committee recommends its continuance.

Approved: August 1993

IDFA Athletics

IDFA

Senior High athletic practice for competition shall not be conducted during physical education classes or be counted for credit or as part of the school term.

Approved: March 1999

IE Instructional Arrangements

IE

Each building principal shall organize the building for instructional purposes in a manner compatible with these policies/rules generally and in cooperation with the superintendent or designated representative.

Class Size

Student-teacher ratios in the district will be determined by class enrollment, teacher availability, budget limitations and facility utilization and shall not be subject to negotiations.

Scheduling for Instruction

Class schedules will be developed each year in accordance with the needs of the students and these policies generally.

Grades 8-11 will conduct pre-enrollment activities in the spring of each year. The administrative team will develop and coordinate pre-enrollment activities each year in such a manner as not to disrupt the education process of any student for prolonged periods of time.

Student Schedules

Students will be enrolled in classes which conform to the master class schedule.

The building principal and counselor will make every attempt to schedule students in the classes desired by the students.

Independent Study

The board advocates a program of independent study.

The principal together with a faculty committee shall develop guidelines which outline the framework of an independent study program. The principal and faculty committee shall also develop criteria to be used in the selection of students to participate in an independent study program.

Approved: August 1993

IEB Charter Schools

IEB

The board may consider a petition for the creation of a charter school if the petition meets all requirements of current law and regulations.

If a petition is denied, the board shall follow applicable provisions of current law.

Approved: November 2004

IF Textbooks, Instructional Material and Media Centers

IF

(See IKD and KN)

All textbooks, instructional materials and the selection criteria for district media center materials shall be subject to board approval.

Textbooks and instructional materials shall support the district's instructional program. Media center materials shall support and supplement the curriculum, promote wise use of leisure time, develop literary discrimination and appreciation, and encourage students to become productive citizens.

Selection Criteria: Textbooks and Instructional Materials

Textbooks and instructional materials shall provide:

- An effective education for all students;
- factual knowledge, literary appreciation, aesthetic values, and ethical standards;
- practice for students to develop abilities in critical thinking, communication, mathematics, and science skill;
- information which helps students develop an appreciation of American cultural, ethnic and racial diversity, and balanced views concerning international, national, state, and local issues and problems; and
- sufficient flexibility for meeting the special needs of individuals and groups.

The superintendent shall develop selection procedures which meet the above criteria, which shall include a review of available material by appropriate staff members.

Selection Criteria: Media Center Materials

Materials shall be chosen for accuracy, artistic quality, format, and authoritativeness.

Materials shall be chosen on various reading levels presenting different points of view, including current issues.

Books and other media materials shall be evaluated before purchase, either through direct examination or by using reputable, unbiased, professionally prepared selection tools.

The media center(s) shall obtain, process, and circulate materials and equipment and provide references and other services to students and faculty. Media specialists shall work toward providing resources so that students have an opportunity to achieve high levels of performance.

Collection Development

The media collection shall be developed systematically, be well balanced in coverage of subjects, and include various types of materials and diverse content in multiple formats.

The collection shall reflect, enhance, and complement the broad interests represented in the curriculum. The collection should be large enough to allow materials to be placed in classrooms for extended periods of time.

Challenges of Materials

Any student, parent, or legal guardian of a student currently enrolled in the district having a complaint about textbooks, media center, or other instructional materials shall meet with the teacher, media specialist, or principal. If the concern is addressed to a teacher or media specialist, they shall report the matter to the principal. If the matter cannot be resolved, the principal shall notify the superintendent and ask the complainant to complete a request for review form which is available through building principals or at the district office. After receiving the completed form, the superintendent shall review and consider the request.

If the issue outlined in the request is not resolved after review by the superintendent, the requestor may seek review by the board. If the board chooses to consider the request, it shall forward all appropriate written materials to a review committee.

In determining whether to forward a challenge to a review committee, the board shall consider the following factors:

- The basis of the challenge;
- whether the material has been previously challenged and reviewed pursuant to this process;
and
- whether it is necessary to submit it for additional review.

If the board chooses not to submit the challenge to the review committee, the superintendent will notify the requestor of the board's decision. If the board chooses to submit the challenge to a review committee, it shall forward all appropriate written materials necessary to the review committee.

Composition of Review Committee

When a review committee is established to handle requests for review concerning textbooks, media center, or instructional materials, the review committee shall be composed of:

The building principal, library media specialist, two subject area specialists, two community members, and one student. If the request for review proposes that the material is inappropriate for minors, the student representative may be left off the committee. The superintendent shall be responsible for appointing review committee members, unless otherwise determined by the board on a case-by-case basis.

Purview of Review Committee

The review committee shall examine and evaluate the material as a whole; consider the district's policy, procedures, and philosophy for selection of textbook, instruction materials, and media center materials; weigh strengths and weaknesses; and form opinions based upon the selection criteria.

Written Report

To Within 30 days of receiving access to the challenged materials, the review committee shall review the material and prepare a written report containing conclusions and recommendations for the board of education.

If the board receives simultaneous challenges of multiple material or if circumstances render the 30-day timeline impracticable, the board may extend the committee's deadline to complete its review.

No reviews will be conducted during summer break or when school is not in session for one week or longer. The timeline for any review shall be tolled during such breaks.

Board Review and Action

The board shall review the recommendation of the review committee within 30 days of receipt thereof and may accept the review committee's recommendation, reject the review committee's recommendation, or make its own determination regarding the challenged book or material.

The decision of the board is final.

Removing Challenged Materials

Challenged materials may be removed from use during the review period at the discretion of the superintendent.

Impact of Simultaneous or Repeated Requests

If more than one request for review is received simultaneously, or, if one or more requests for review is received while another review is pending, timelines established in this policy may be extended by the superintendent or the board to allow the requests to be processed in turn. When more than one request for review is received for the same book or material, such requests may be consolidated to reduce redundancy in review at any stage of this process.

If a book or material has been reviewed by a review committee, it will not be eligible for an additional review for at least one year from the date the board took action on the previous challenge of the material.

Approved: July 2024

KASB Recommendation – 6/22; 6/24

USD 412
REQUEST FOR REVIEW OF A TEXTBOOK, INSTRUCTIONAL MATERIAL, OR MEDIA
CENTER MATERIAL

Request initiated by _____

Telephone _____ Address _____

Complainant represents: _____ self; or if a group:

Name of group _____

The material I object to is a: film ___ recording ___ magazine ___ pamphlet ___ textbook ___
other _____.

Book or other material _____

Author (if known) _____

Publisher (if known) _____

1. Are you familiar with the district policy, procedure and philosophy regarding selection of textbooks, instructional materials, and media center materials? ___ Y ___ N
2. Did you read or view all the material provided in the entire work? ___ Y ___ N ___ If no, how did you select the parts for reading or viewing?

3. Please identify the objectionable material. (Please be specific; cite pages or items.)

4. What is the basis for your objection to the specific sections or parts identified?

5. What do you believe is the major theme of this material? _____

6. What would you recommend the school do with this material?

7. In its place, what material of equal educational quality would you recommend?

8. Additional comments: _____

Administrator

Signature of complainant

Date received: _____

IFA Classroom Displays

IFA

(See IKD, IKDA and KN)

Materials displayed in and around a classroom are generally considered instructional materials and must comply with board policy. They may be selected by the classroom teacher but should be grade-level appropriate and align with the subject-matter being taught. Materials or displays not meeting these criteria are subject to removal by the principal.

Classrooms are not public forums for the display or distribution of political, religious, or personal viewpoints. Employees may not use classrooms for the posting or display of materials to promote or convey a political, religious, or personal message.

This policy does not require a principal to remove photos, decorations, or other personal items from a teacher’s desk or surrounding area as long as the items do not disrupt the learning process.

Approved: January 2023

KASB Recommendation – 12/22

IF-R Textbooks, Instructional Material and Media Centers

IF-R

Classroom Materials

Each building principal will submit an instructional materials budget to the superintendent each year at a time designated by the superintendent. The instructional materials budget shall be compiled by the principal from requests submitted by each teacher.

Textbook Selection and Adoption

Selection of textbooks for use in the district shall be a cooperative effort of the teacher(s) who will use the textbook and the curriculum committee.

The procedure outlined below will be followed for district-wide use in implementing the board’s policy on the selection of textbooks and supplementary instructional materials, hereinafter referred to simply as “textbooks.” The procedure carries out the board’s intention that the textbook selection process guarantee involvement of district staff.

Textbook needs in various subject matter areas will be considered on a cyclical basis. The staff will recommend textbook areas for study and adoption on a rotating basis at least every five years.

It should be noted that the selection procedure for each subject area covers one school year and that textbook selection procedures may be in process for two or more subject matter areas concurrently.

The district-level curriculum committees may include these members: the superintendent who will serve as chairman and at least one representative from each building in the district whose subject matter specialty corresponds to the subject matter area up for adoption. The principals may serve as ex-officio members of the committee.

By the end of October, the committee will have concluded these activities:

- Evaluated textbooks currently in use for relevance to current district instructional goals and for physical condition and supply;
- Identified sources of alternate textbooks; and
- Contacted publishing houses or producers for sample textbooks.
- Between semesters, the committee chairmen will meet with the school principals to review the new sample textbooks and to distribute them among the district's schools.
- School principals will have the responsibility for coordinating evaluation of the sample textbooks, using methods which include but are not limited to:
- Establishing a building-level curriculum committee composed of teaching staff in the subject matter area up for adoption; and
- Requesting individual staff members in the appropriate subject area to evaluate the samples using standardized evaluation instruments prepared or obtained by the committee.

By the end of February, the principal will present to the district-level curriculum committee recommendations from his school for each course up for adoption in each grade level in the current cycle. Each recommendation will be written and will discuss the selection in terms of:

- Overall purpose, including appropriateness for the course and grade level;
- Cost in relation to budget;
- Quality of writing and material;
- Readability and popular appeal;
- Format;
- Timeliness or permanence; and
- Reputation of the publisher/producer.

The district-level curriculum committee will review the recommendation from each building. By the end of March, the committee will present an analysis of the building-level committee recommendations to the superintendent. The analysis will include a list of the district-level committee's own recommendations for textbooks in each course up for adoption in each grade level in the current cycle. The recommendation for each of the textbooks in each area will rank the choices. It also will explain the reason for the choice in the same terms listed above.

At the April meeting of the board, the superintendent will present the recommendations of the district-level curriculum committee to the school board. At the May meeting, the board officially will consider the textbooks in the subject area up for adoption. The superintendent or representative will arrange for the purchase and delivery of the textbooks adopted by the board.

Lost, Damaged or Destroyed Student Textbooks

All students may use texts on a rental basis. The cost to the student for a lost or destroyed text will depend on the number of years the text has been used. The law provides that a system of fines and penalties may be established for lost or damaged books. The administration of such a system, is of necessity, up to the judgment and discretion of the teacher and principal. (See JS-R for the schedule of rental fees, refunds and damages.)

Outdated and Old Textbooks

If old texts are still in fairly good condition, they will be kept as reference books. Worn out and defaced books will be destroyed or sold to a paper company if possible.

Student Purchase of Textbooks

Any or all texts may be purchased from the district at the full purchase price or at a prorated price because of condition or age.

Book Rental Requirements and Administration

A book usage record will be kept in all buildings for all students. The school name will be stamped in all books, and the books will be numbered. A record shall be

Book Rental Requirements and Administration

A book usage record will be kept in all buildings for all students. The school name will be stamped in all books, and the books will be numbered. A record shall be kept showing the number of each book issued to each student. An inventory shall be kept of all rental books or sets of books.

Approved: August 1993

IFBC Instructional Materials and Media Centers

IFBC

The principal functions of the media centers are to process and circulate materials and equipment through an orderly procedure and to provide references and other services to students and faculty. The media specialists, if any, are committed to work toward excellence in providing students with resources so that they have the opportunity to achieve at their highest levels of performance.

Efforts are made so that the collection reflects the broad interests represented in the curriculum, complemented by enrichment materials in a variety of forms. To meet recommended standards, the administration and board must support the development of a collection adequate to meet curricular needs of the students. Such collection should be large enough so that materials can be placed in classrooms for extended periods of time, should be designed to provide for personal growth and should be adequate for those engaged in independent study.

Objectives

The objectives for the person in charge of the district's media center(s) are as follows:

- To participate effectively in the school program which will endeavor to meet the needs of students, teachers and patrons of the district;
- To stimulate and guide students in their reading, viewing and listening so that they will become skillful and discriminating users of various types of media;
- To provide an opportunity through media center experiences so that students will be able to develop helpful interests, to make satisfactory personal adjustment and to acquire desirable social attitudes;
- To work with teachers in the selection and use of media which will contribute to the teaching program;
- To make available consultant services which will provide for the improvement of learning, instruction and the use of media resources and equipment;
- To provide adequate equipment so that students and teachers will be able to make efficient use of media; and
- To cooperate with teachers and administrators in programs which will promote the professional growth of the school staff.

Criteria for the Development of Media Center Materials

Collection Development

The media collection should be developed systematically so that it is well balanced in coverage of subjects, types of materials and variety of content.

Selection Criteria

Materials will be chosen to support and supplement the curriculum, to promote wise use of leisure time, to develop literary discrimination and appreciation and to encourage students to become productive citizens.

Materials will be chosen on various reading levels presenting different points of view concerning the problems and issues of the times.

Books and other instructional materials will be evaluated before purchase, either through direct examination or by consulting reputable, unbiased, professional prepared selection tools approved by the building principal.

Accuracy, artistic quality, format and authoritativeness will all be considered before making purchases of materials.

The administration and staff will ascertain the titles of professional magazines, books, pamphlets and other such literature to be placed in the professional library of a building. A budget for professional libraries shall be included in the instructional resource budget each year.

Review Committee for Patron Complaints Concerning Instructional Materials

The board will establish a review committee to handle complaints from patrons concerning instructional materials.

Approved: August 1993

IFBC-R Instructional Materials and Media Centers

IFBC-R

Purchase Procedures

All orders for instructional materials other than textbooks expendable materials and film rentals will be channeled through the person in charge of the media center or the building principal, to the purchasing officer of the district. Such materials would include all items to be cataloged and circulated, e.g., books, filmstrips, loop films, records, slides, maps, posters, etc.

All purchases will be made in accordance with board policies.

At the beginning of each fiscal year, the person in charge of the media center or the building principal will be informed of the amount of the media center budget and will operate within that budget.

The person in charge of the media center or the building principal will assess the needs of the collection with the help and advice of teachers and with due consideration given to needs of the students. Final decisions as to the areas of emphasis in any given year will rest with the person in charge of the media center and the building principal.

Recommendations

Recommendations received from the certified staff, students and patrons will be placed in a consideration file and will be reviewed to ascertain whether they meet selection criteria as set forth by the board.

Teachers' professional advice will be solicited in making selections of materials. Person(s) in charge of media centers or the building principal may order for that level or department from standard selection tools.

Evaluation

The collection will be evaluated in relation to changing curriculum, new instructional methods and current needs of teachers and students.

Service

Materials will be purchased throughout the school year as needed. Areas of emphasis will be determined by needs of each media center as adjudged by the person in charge of the media center or the building principal within budgetary limits.

Authority

The board authorizes the district's trained personnel to make selections for the media centers subject to board policies and rules.

Gifts

All gift materials must meet qualitative standards of selection as stated above. Gift materials will be acknowledged and credit given in the media center records.

Procedures for Evaluating Challenged Materials (See IKC, IKD, KN)

The parent of any student in the district shall have the right to register a complaint about controversial reading materials or media.

Supplemental material shall be substituted for completing the requirements of the course for that student.

The parent may notify the teacher in writing using the request for reconsideration form attached to these rules and schedule a meeting with the teacher and/or principal to set forth the part or parts of the assigned material which the parent finds to be objectionable.

Should the parent exercise the above right, the student shall not be penalized in any way in academic endeavors because of the complaint.

In the case of a complaint, the person receiving the complaint shall present the complaint with the request for reconsideration form (See IFBC-R-4), invite the complainant to file objections in writing and notify the building principal and the school library media specialists that a complaint has been registered.

When the form has been completed and returned the review committee, appointed by the board, will be asked to evaluate the material in question. Challenged materials shall not be removed from the classroom during the evaluation periods.

The following guidelines shall apply to the evaluation process:

- To examine and evaluate the material as a whole, not on the basis of passages pulled out of context;
- To check appropriate selection aids for evaluation of the materials;

- To weigh strengths and weaknesses and form opinions based upon the selection criteria, the appropriateness of material to the reading ability and maturity level of the student, the nature of its use in the educational program, relevance to the curriculum and educational goals of the school; (See IKD)
- To meet to discuss the material and prepare a written report containing conclusions and recommendations within 30 days;
- To direct written report to the board; and
- To send the complainant a copy of the written report.

If the complainant is dissatisfied with the decision of the media review committee, an appeal of the decision may be made through the superintendent to the board for a hearing and final decision. The report shall be discussed with the board by the members of the media review committee.

A Bill of Rights for Instructional and Library Materials

Schools are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end, the board asserts that its responsibility for instructional materials and school library materials is as follows:

- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;
- To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- To provide a background of information which will enable students to make intelligent judgments in their daily life;
- To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking;
- To provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage; and
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to ensure a comprehensive collection appropriate for the users of the library.

Television

The use of television should be carefully monitored. Viewing is essentially a passive activity and not usually the best strategy to meet learning needs. The use of television programs and videos should be minimal. The selection of programs should always be in support of academics. Videos and feature length movies generally do not fit in this category. If in doubt, please visit with the principal. Videos to reward

appropriate behaviors of children are discouraged. There are many other ways to reward students for proper school behavior, the main one being increased academic success.

Approved: August 1993

CITIZEN'S REQUEST FOR RECONSIDERATION OF CURRICULUM MATERIALS

Book or other material _____
Author (if known) _____
Publisher (if known) _____
Request initiated by _____
Telephone _____ Address _____
City _____ State ____ Zip Code _____ Complainant represents himself _____,
Organization _____ (Identify another group) _____

1. To what in the material do you object? (Please be specific; cite pages or items.)

2. What do you feel might be the result of using this material?

3. For what age group would you recommend this material?

4. Is there anything good about this material?

5. Did you read or view the entire material? What parts?

6. Are you aware of the judgment of this material by literary critics?

7. What do you believe is the theme of this material?

8. What would you like the school to do about this material?
_____ Do not assign it to my child
_____ Withdraw it from all students as well as my child.
_____ Send it back to the curriculum committee for reevaluation.
9. In its place, what material of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization?

Signature of complainant

IFBH Outside Speakers

IFBH

(See IKB)

Books, films and other media are valuable for giving students exposure to many differing ideas; however, it is also useful to invite appropriate persons not on the staff to speak to, or meet with, groups of students as part of the educational process.

In an effort to uphold the students' freedom to learn while also recognizing obligations which the exercise of this freedom entails, the board does establish guidelines that govern the selection of resource speakers to be used in any attendance center in the district.

Approved: August 1993

IFBH-R Outside Speakers

IFBH-R

The teacher/sponsor and school building administrator are expected to exercise judgment regarding those who are being considered as resource speakers in the district.

Teachers/sponsors should encourage the use of resource persons representing various points of view in order to help students gain a more comprehensive understanding of any topic.

The ideas presented and the resource person invited to present them shall have a demonstrable relation to the curricular or extra-curricular activity in which the participating students are involved.

Prior to appearance or participation, the resource speaker shall be given a copy of this policy and rules, and each speaker shall agree to abide by these regulations:

- Profanity, vulgarity and lewd comments are prohibited;
- Any language that calls for a student strike, may invite a riot or may otherwise influence students to behave in an unlawful manner is prohibited; and
- Smoking is not permitted while speaking or consulting with students.

The teacher/sponsor or any member of the school administration responsible for inviting the resource speaker has the right and duty to interrupt or suspend any proceedings if the resource speaker, by his conduct, is judged to have disregarded the agreement to abide by these regulations.

IFC Community Resources

IFC

The use of community resources is encouraged where legitimate educational objectives may be advanced.

The licensed staff shall maintain a list of suitable community resources which may be used for field trips and other excursions.

Approved: October 2019

KASB Recommendation – 6/04; 4/07; 6/19

IFCC Overnight Accommodations

IFCC

During school district sponsored travel that requires overnight stays by students, separate overnight accommodations will be provided for students of each biological sex.

Definitions

“Biological sex” means the biological indication of male and female in the context of reproductive potential or capacity, such as sex chromosomes, naturally occurring sex hormones, gonads, and unambiguous internal and external genitalia present at birth, without regard to an individual’s psychological, chosen, or subjective experience of gender.

“School district sponsored travel” means any travel that is necessary for students to attend, participate, or compete in any event or activity that is sponsored or sanctioned by a school operated by the school district, including, but not limited to, any travel that is organized:

- By any club or other organization recognized by the school;
- Through any communication facilitated by the school, such as email; or
- Through fundraising activities conducted, in whole or in part, by school district employees or on school district property.

Notice to Parents

This policy will be provided to parents prior to a student’s participation in a school district sponsored activity or travel that requires overnight stays by students.

Approved: August 2023

KASB Recommendation – 6/23

IFCB Field Trips

IFCB

USD Approved Field Trips

Field trips may be approved by the principal when reasonable educational objectives can be established.

Advance requests for field trips including transportation and other resource needs shall be submitted by the teacher to the principal. Each building principal shall develop a form to notify parents of a forthcoming field trip. The form shall include the nature of the trip, departure time, expected return time, name of sponsor(s) and mode of travel. The form shall also include a space where a parent may ask that a child be excused and the reasons for the excuse.

Non-Sanctioned Field Trips

Non-sanctioned field trips organized by employees acting as independent contractors/agents involving students on a volunteer, self-supporting basis are not approved by the board and are not considered a part of the curriculum. Total responsibility for privately planned field trips or tours rests with the individual(s) and agency sponsoring them. The district assumes no legal or financial responsibilities for non-sanctioned field trips.

Every attempt should be made to schedule non-board approved trips during weekends and/or vacation periods. If travel arrangements necessitate that some school days are missed, normal procedures for staff and students' absences must be followed.

If recruitment of students is sought through the school(s), the request for recruitment shall be made in accordance with those of private citizens. Recruitment efforts may not occur during class time or the employee's workday.

Approved: September 2005

IFCB-R Field Trips and Excursions

IFCB-R

The teacher shall notify the principal of each trip planned and of the resources needed in advance of the trip. Each building principal shall develop appropriate forms to notify parents of forthcoming field trips and excursions. The form shall include the nature of the trip, departure time, expected return time, names of sponsors, mode of travel, and anticipated costs to the student. The form shall include a space where a parent may ask that his child be excused and the reasons for the excuse.

Approved: September 2005

IG Guidance Program

IG

(See JE)

The guidance program shall be organized to meet the needs, interests and abilities of all individual students, with their own particular capabilities, aptitudes and personalities.

The counselor shall perform guidance services within the guidelines of district philosophy, job description and established policies of the board.

Approved: August 1993

IHA Grading System

IHA

The board encourages a uniform grading system for use in the elementary and secondary grades.

Approved: August 1993

IHAA Final Examinations

IHAA

Final examinations may be given at the option of the teacher in every course in grades 7-12 with approval of the building principal.

Approved: August 1993

IHB Homework

IHB

The use of homework as a means to discipline students is prohibited. Homework shall be assigned on a need basis and shall never exceed a student's capacity to complete within a reasonable time.

Approved: August 1993

IHC Class Rankings

IHC

(See JR et seq.)

Class rankings may be computed for seniors.

Approved: August 1993

IHD

Honor Rolls

IHD

(See JR et seq.)

Honor rolls may be maintained for grades 7-12.

Approved: August 1993

IHEA

Make-Up Opportunities

IHEA

(See JBD, JDD)

All teachers will supply make-up work assignments when requested by the student or parents.

The district reserves the right to determine whether or not credit will be granted for make-up work resulting from unexcused absences or absences due to suspension or expulsion. After consultation with the appropriate teachers, the building principal will make such a determination subject to possible review by the superintendent.

Approved: August 1993

IHF

Graduation Requirements

IHF

(See JFCA)

The board may adopt graduation requirements exceeding the minimums set forth by state regulation. Unless otherwise provided herein, in order to qualify for graduation, the board requires each candidate to earn 24 academic credits of a type meeting state and district requirements beginning with the class of 1990.

Exceptions may be granted by the board to waive local graduation requirements that are in excess of the state minimum requirements for students on a case-by-case basis.

The board shall award a student a diploma if the student is:

- at least 17 years old;
- is enrolled or resides in the district;
- was in custody of the Secretary of the Kansas Department of Corrections (KDOC), the Secretary for DCF, or a federally recognized Indian tribe in this state at any time on or after the student's 14th birthday; and
- has achieved at least the minimum high school graduation requirements adopted by the state board of education.

Other situations which may warrant waiver of graduation requirements in excess of the minimum requirements adopted by the state board include, but may not be limited to, the following circumstances:

- If such student is an adult learner whose four-year cohorts have graduated; or
- if such student is attending an alternative school or program and has experienced high mobility, teen pregnancy, long-term illness, or other hardship conditions.

Approved: October 2015

KASB Recommendation 9/97; 6/04; 4/07; 6/15

II Educational Testing Programs

II

(See BCBK, BE, CN, CAN, IDEA, and IJ)

The district educational testing program shall consist of multiple assessments. These assessments shall include, as a minimum, individual teacher subject matter tests, district group achievement tests, and state required tests.

Test Integrity

The board requires all licensed staff members to protect the integrity of the student assessment process. Honest administration of the test and accurate reporting of student achievement to the board, the community and the state of Kansas is necessary to maintain accountability measures. All students and staff are required to maintain a high level of integrity in the administration and completion of student assessments.

Reporting Test Results

The superintendent shall report annually in writing to the board the results of the district's academic achievement testing program. State required test results shall be disaggregated as required by current regulation and shall be reported annually to the board, district patrons and the State Board of Education.

Approved: October 2006

IIA Performance-Based Credits

IIA

A student may earn credits towards high school graduation by demonstrating mastery of the course outcomes through a performance instrument. The standards for designing and passing the performance instrument shall be set sufficiently high to ensure credits earned by such means shall be equivalent to those offered in the framework of the Carnegie unit.

A written request to "test out" of a class must be submitted prior to the beginning of each semester/year. A student may not request to "test out" of a class in which he or she is currently enrolled or has been enrolled.

The request is to be evaluated within 30 school days by a review committee composed of: a building administrator, a school counselor, a faculty member appointed by the principal and the students' parent(s) or guardian(s).

If the request is approved, the course instructor will have 30 school days to design a performance instrument that reflects mastery of all course outcomes. Commercially available instruments may be used if they cover all course objectives. A performance instrument shall be approved by the principal. The principal, in consultation with the instructor, will determine the setting and the timelines for the administration of the instrument, as well as the criteria for successful completion of those tasks.

The student has 10 school days in which those designated tasks developed by the teacher and approved by the administration must be performed.

Credit for such classes shall be awarded only on a pass/fail basis. Students will be allowed only one opportunity to "test out" of any particular class. It will not be the responsibility of the school or the instructor to provide instructional and/or review time for the student. However, the outcomes, as noted in the district curriculum guide, and class syllabus will be made available.

Graduation Credit Through Integrated Coursework

The board may allow graduation credit for integrated academic or career and technical education course work. The teacher awarding academic credit shall be fully licensed and may work collaboratively with another instructor to develop a course plan for instruction. The teacher shall monitor the student's progress and level of achievement. The plan will be reviewed periodically to maintain rigor and relevance.

Credit Through Alternative Educational Opportunities

Students enrolled in grades six through twelve may earn course credits through alternative educational opportunities with sponsoring entities. For the purposes of this policy, terms have the following meanings.

- "Alternative educational opportunity" means instruction that primarily occurs outside the classroom with a sponsoring entity.
- "Sponsoring entity" means a business, not-for-profit organization, nonprofit organization, trade association, parent of a student, teacher, or administrator that partners with a school district to provide an alternative educational opportunity to students.

Eligibility Requirements for Sponsoring Entities

The board may accept a proposal from a sponsoring entity if the alternative educational opportunity provided by the sponsoring entity provides an additional learning opportunity for students through a work-based, pre-apprenticeship, apprenticeship, internship, industry certification, or community

program; and either the proposal is approved by the state board of education as an alternative educational opportunity, or it complies with the requirements of this policy regarding such opportunities.

Requirements for the Provision of Alternative Educational Opportunities

Each approved alternative educational opportunity with a sponsoring entity shall be managed and directed by a licensed teacher employed by the school district. The teacher may work collaboratively with the principal, the sponsoring entity, or another teacher to develop a course plan for instruction with learning outcomes identified. The teacher shall monitor the student's progress and level of achievement based on this plan. The plan will be reviewed periodically and adjusted as needed to promote a quality learning experience. The principal shall provide a report annually, or as requested, to the superintendent evaluating the additional educational opportunity provided to participating students and making recommendations to the superintendent on continuation, termination, or modification of the opportunity.

Processes for Submitting a Proposal for an Additional Educational Opportunity

Sponsoring entities wishing to partner with the district to provide additional educational opportunities to students, shall submit a proposal to the superintendent outlining the contact information and credentials of the person(s) that would be working directly with the student participants in this experience; educational goals for the partnership; any time, place, manner, and number of participant restrictions regarding how the learning opportunity would be provided; proposed learning outcomes for participating students; and any details regarding prerequisite coursework, certification, or experience a candidate for this experience should possess prior to entering the program.

Criteria for Evaluating Such Proposals

Prior to making a recommendation to the board on whether the district should partner with or continue to partner with a sponsoring entity, the superintendent shall review the proposed alternative educational opportunity in comparison with the board approved curriculum and goals, consulting other staff members as necessary in that process. Before recommending action to continue such partnership from year-to-year, the superintendent may seek and shall review any available reports on the opportunity provided by the principal in accordance with this policy.

The board should consider the recommendation of the superintendent in determining whether to partner with or continue partnership with a sponsoring entity. In order for the board to partner with a sponsoring entity and to maintain such partnership, the sponsoring entity must first meet the eligibility requirements as outlined in this policy.

Additional considerations weighing into the decision to partner with a sponsoring entity may include, but may not be limited to: whether the learning experience meets the curricular, rigor, and relevance needs of the student and/or the district; qualifications, experience, reputation, and responsibility of the sponsoring entity and/or individuals that would be working directly with students; related costs for

the district, regarding the provision of transportation, equipment, human resources to monitor the experience, etc.; space and time constraints if the experience will be provided in district facilities; student and staff safety; the need for and/or availability of insurance coverage, as applicable; effect on other district course offerings and activities; and student interest. As the welfare of students is of paramount importance to the board, the district reserves the right to complete background checks on any individuals working directly with students on behalf of the sponsoring entity and to base decisions on entering or exiting such a partnership, in whole or in part, on the results thereof.

Determining the Course Credit that May Be Earned Through These Opportunities

The superintendent may develop procedures for review of the experience and the award of credit in accordance with board approved curriculum. The superintendent may award credit for the experience as deemed appropriate for district elective offerings based on meeting local standards for those offerings. In order for any alternative educational experience to be approved for credit in a state-required course, such experience must meet all applicable statutory, regulatory, and Kansas State Board of Education approved standards for award of such credit.

State Reporting Requirements

The superintendent or the superintendent's designee shall make reports to the Kansas State Department of Education as required thereby. Such reports will include information regarding the alternative educational opportunities offered at each school, the names of sponsoring entities, the number of students participating in such opportunities, and credits earned.

Approved: October 2022

KASB Recommendation – 12/21; 6/22

Testing Integrity: Staff handbook language

In the administration of standardized tests, licensed staff (teachers, administrators and others) shall not:

1. Provide inappropriate test preparation.
2. Modify test administration procedures.
3. Provide inappropriate assistance to students during test administration.
4. Change or fill in answers on student answer sheets.
5. Provide inaccurate data on student information sheets.
6. Discourage or exclude certain students from taking the test.
7. Engage in any other practice to artificially raise student scores without actually improving underlying student achievement.

Failure by staff to follow district guidelines and/or state testing directions is grounds for termination.

Approved: October 2006

(See ECH, JCDA and KBA)

Use of District Computers and Devices/Privacy Rights

District issued computer systems and electronic devices (including, but not limited to, Smartboards, iPads, iTouches, iPhones, eReaders, and eBooks) are for educational and professional use only. All information created by staff or stored thereon shall be considered district property and shall be subject to unannounced monitoring by district administrators. Unauthorized access to and/or unauthorized use of the district server or security system (including, but not limited to, surveillance footage) is also prohibited. The district retains the right to discipline any student, up to and including expulsion, and any employee, up to and including termination, for violation of this policy.

Copyright

Software acquired by staff, using either district or personal funds, and installed on district computers or electronic devices must comply with copyright laws. Proof of purchase (copy or original) for software must be filed in the district office.

Installation

No software, including freeware and shareware, or other applications may be installed on any district computer or electronic device until cleared by the network administrator. The administrator will verify the compatibility of the software or application with existing software, hardware, and applications and prescribe installation and de-installation procedures. Program files must have the superintendent's approval to be installed on any district server or computer.

Hardware

Staff shall not install unapproved hardware on district computers or make changes to software settings that support district hardware.

Audits

The administration may conduct periodic audits of software and applications installed on district equipment to verify legitimate use.

E-mail Privacy Rights

Employees and/or students shall have no expectation of privacy when using district e-mail or other official communication systems. Any e-mail or computer application or information in district computers, computer systems, or electronic devices is subject to monitoring by the administration.

Ownership of Employee Computer and Device Materials

Computer materials, devices, software, or applications created as part of any assigned district responsibility or classroom activity undertaken on school time shall be the property of the board.

Lost, Stolen, or Damaged Computers and/or Equipment

Students and staff members shall be responsible for reimbursing the district for replacement of or repair to district issued computers or electronic devices which are lost, stolen, or damaged while in the students' or staff members' possession.

Approved: October 2014

Staff Handbook

Employees shall have no expectation of privacy when using district e-mail or other official communication systems. E-mail messages shall be used to conduct approved and official district business. All employees must use appropriate language in all messages. Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration.

Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the administration. The district retains the right to duplicate any information in the system or on any hard drive. Employees who violate district computer policies are subject to disciplinary action up to and including termination.

Student Handbook

Students shall have no expectation of privacy when using district e-mail or computer systems. E-mail messages shall be used for approved educational purposes. Students must use appropriate language in all messages. Students are expected to use the system following guidelines approved by teachers or the administration.

Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the staff and/or administration. The school retains the right to duplicate any information created by students in a computer system or on any individual computer, or on any electronic device. Students who violate these rules or any other classroom rules relating to computer or electronic device use are subject to disciplinary action up to and including suspension from school.

Approved: September 2012

IIBGA Children’s Internet Protection Act

IIBGA

The district shall implement and enforce an internet safety plan meeting the requirements of both the federal and the Kansas Children’s Internet Protection Acts (CIPA). The superintendent shall develop a plan to implement the Children’s Internet Protection Acts.

Such plan shall include technology protection measures and such other measures as deemed appropriate to address the following issues:

1. Access by minors to inappropriate matter on the Internet and World Wide Web,
2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications,
3. Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
5. Measures designed to restrict minors' access to materials that may be harmful to them.

For the purposes of this policy, "minor" shall be defined to mean any student who is under 18 years of age. The board charges the superintendent to develop the CIPA implementing plan so that all of the protections provided by this policy and the corresponding plan may be afforded to all district students, regardless of their age.

If the district is providing public access to any computer, the CIPA plan shall also implement and enforce technology protection measures to ensure no minor has access to visual depictions that are child pornography, harmful to minors, or obscene. This plan shall be on file with the board clerk and in each school office with Internet access, and copies shall be made available upon request. The superintendent shall ensure compliance with CIPA by completing Federal Communication Commission forms as required.

Approved: September 2013

IIBGB Online Learning Opportunities

IIBGB

Application

Students may apply for permission to enroll in an online course for credit. Applications for the next academic year shall be submitted to the principal no later than {April 20}. The student and the student’s parents shall be informed of the administrator’s decision in writing no later than {June 1}.

Students may not enroll in an on-line course as an alternative to any course offered by the high school, except as an attempt to earn credit for a class already attempted but failed by the student.

Guidelines

The following guidelines shall be used by the administration:

1. Only administration approved courses shall be posted on student transcripts.
2. Approval of any course shall be based upon the course content and rigor, its length and scope, its method of assessing knowledge acquired by the student, the qualifications of the instructor and other appropriate factors.
3. Enrollment in an on-line course will be allowed only if an appropriately certified staff member is available and willing to supervise the student's participation in the course.
4. Suspended or expelled students may also apply for permission to enroll in on-line course work.

Other Regulations or Guidelines

Approval of online coursework shall be based on the requirements of Kansas law, Kansas State Department of Education regulations, and board credit requirements and/or guidelines in effect at the time the student request is made.

Approved: October 2022

KASB Recommendation – 6/22

IJ **Evaluation of Instructional Program** **IJ**

(See IC, ICAA, ID, and II)

The superintendent may develop guidelines to evaluate the instructional program. This evaluation may be part of the district's school improvement efforts.

The superintendent may establish special curriculum committees to study the district's instructional program on a regular schedule. The superintendent may require reports from these committees which may include the committee's recommendations for improvement, modification, or elimination of any part of the instructional program. The superintendent may submit a comprehensive report from the committees to the board.

Approved: October 2019

KASB Recommendation – 6/04; 4/07; 6/12; 6/19; 6/20

IJ-R Evaluation of Instructional Program

IJ-R

(See ICD, II and MK)

The superintendent may establish special curriculum committees to study the district's instructional program on a regular schedule. The superintendent may require reports from such committees which shall include the committee's recommendations for any proposed changes, modifications or eliminations of any part of the instructional program. The superintendent may submit the report together with his recommendation to the board for approval, modification or disapproval at a regular or special meeting of the board. The use of personnel other than the district's instructional staff to evaluate the curriculum is authorized as outlined elsewhere in these policies and rules.

Any costs incurred by curriculum committees shall be borne by the district.

Approved: September 2012

IKA Teaching

IKA

The teaching staff is encouraged to keep abreast of current and innovative teaching methods. Experimentation is encouraged in the area of teaching methods.

Approved: August 1993

IKB Controversial Issues

IKB

If education is to remain a viable force, controversial issues cannot be ignored. Good teaching techniques provide, however, that adequate preparation on the part of student and teacher take place before controversial issues are explored. Every controversy has two or more sides; it is therefore imperative that teachers ensure that all issues, facets and questions of any controversial subject are thoroughly studied. Teachers should be aware that controversy may spring from the most innocuous beginnings and be prepared for it to the best of their ability.

Approved: August 1993

IKB-R Controversial Issues

IKB-R

Included in the area of controversial subjects are religions, ideas, words, movies, still pictures, books, socioeconomic aspects of life and political policies, theories and platforms.

Approved: August 1993

IKC Teaching About Religion

IKC

Teachers may teach about religion, religious literature and history but are prohibited from teaching, expounding, criticizing or ridiculing a religion. Religious texts may be used to teach about religion, but the use of religious texts is prohibited if used to teach a particular religious doctrine or in any other way except as outlined above.

Approved: August 1993

IKCA Human Sexuality and AIDS Education

IKCA

Opt-Out Procedure and Form

Parents or guardians (or a student over eighteen years of age) who does not want the student involved in all or some portion of the district's Human Sexuality and the AIDS education classes shall be provided a written copy of the goals and objectives for the student's appropriate Human Sexuality and AIDS class. Following review of the curriculum goals on file at the board of education office, the parent or guardian must complete the district op-out form and state the portion(s) of the curriculum in which the student is not to be involved.

Opt-Out Form

Parents or guardians (or student eighteen years of age or older) may obtain the opt-out request form from the principal, completing and signing the form and returning the form to the principal. The signed form will be kept on file in the principal's office.

The building principal shall receive a copy of the signed form so the named student shall be excused from all or a portion of the Human Sexuality and AIDS classes. Arrangements shall also be made for class reassignment of the student during the opt-out period.

Annual Request Required

Opt-out requests shall be required annually and are valid only for the school year in which they are submitted.

Notice of Availability

Public notice of the availability of the Human Sexuality and AIDS curriculum goals and objectives shall be made by means of newsletters, distribution at enrollment, etc.

Approved: October 2006

HUMAN SEXUALITY and AIDS EDUCATION OPT-OUT FORM

I, _____, parent/guardian of
of _____, request that my child be removed from those portions of the
Human Sexuality/AIDS instruction noted below:

I have had the opportunity to review the curriculum goals and objectives or have had the
opportunity to have them explained to me by a school official.

Date

Signature of Parent/Guardian

IKD
Activities IKD

Religion in Curricular or School Sponsored

(See IKC)

Recognition of Religious Beliefs and Customs

It is accepted that no religious belief or non-belief should be promoted by the district or its employees, and none should be disparaged. Instead, the district should encourage all students and staff members to appreciate and to be tolerant of each other's religious views. The district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious belief. In that spirit of tolerance, students and staff members should be excused from participating in practices which are contrary to their religious beliefs unless there are clear issues of overriding concern that would prevent it.

The board recognizes that one of its educational goals is to advance the students' knowledge and appreciation of the role that religious heritage has played in the social, cultural and historical development of civilization.

Rules found in IKD-R will be followed by district employees.

Approved: August 1993

IKD-R Religion in Curricular or School Sponsored Activities

IKD-R

Observance of Religious Holidays

The practice of the district shall be as follows:

- The several holidays throughout the year which have a religious and a secular basis may be observed in the public schools.
- The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
- Music, art, literature and drama having a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.
- The use of religious symbols such as a cross, menorah, crescent, Star of David, crèche, symbols of native America religions or other symbols that are a part of a religious holiday are permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature.

- The district’s calendar should be prepared so as to minimize conflicts with religious holidays of all faiths. School vacations shall have secular designations, e.g., Winter Vacation, Spring Break.

Religion in the Curriculum

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that teaching about--and not of--religion be conducted in a factual, objective and respectful manner. Therefore, the practice of the district shall be as follows:

The district supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided that it is intrinsic to the learning experience in the various fields of study and is presented objectively.

The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and thorough study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.

Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

Dedications and Commencement

Traditions are a cherished part of the community life, and the district expresses an interest in maintaining those traditions which have had a significance to the community. While recognizing the significance of traditions, the board of education believes that its dedication ceremonies and commencement exercises should be secular in nature. Inspirational addresses, which do not promote religion, may be permitted at such ceremonies.

Because the baccalaureate service is traditionally religious in nature, it should be sponsored by agencies separate from the district.

Approved: August 1993

IKDA Religious Objections to Activities

IKDA

A parent or guardian (or a student eighteen years of age or older) may request that the student be excused from participating in activities for religious reasons. The parent, guardian, or adult student must complete the district opt-out form for religious objectives, stating the specific activity, the portion of the

curriculum in which the activity exists, and the reasons for the request. The request may be granted, or denied, or partially granted and partially denied.

This policy shall not be interpreted to allow parents to prevent the dissemination of information which parents find religiously objectionable. Rather, this policy only extends to actual participation by their child in an activity, the performance of which is contrary to the child's religious teachings.

Approved: August 1993

IKDA-R Religious Objections to Activities

IKDA-R

A parent or guardian seeking to opt-out their child from activities contrary to the child's religious teachings must complete the district's Activity Participation Opt-Out Form regarding religious objections which is available in the board office. Parents desiring to opt-out their children from activities due to religious reasons must return the completed and signed form to the principal. The form must be submitted within a reasonable amount of time prior to the scheduled activity in order to allow time for the principal to consider the request. The completed form shall be kept on file with the clerk and the superintendent shall receive a copy.

The principal shall review the request and determine whether the request should be granted or denied. The principal shall notify the parents of the decision within a reasonable amount of time after the request is submitted. If the parents are dissatisfied with the principal's decision, they may appeal, in writing, to the superintendent.

If the opt-out request is granted students who opt-out of activities for religious reasons may still be required to view the activity, to learn the subject matter of the activity, or to discuss the activity. The student may be reassigned during the activity or given alternative class assignments.

Opt-out requests must be submitted annually and are valid only for the school year in which they are submitted.

Approved: August 1993

ACTIVITY PARTICIPATION OPT-OUT FORM

I, _____ (parent/guardian) request that my child,
_____, be excused from participating in certain activities for
religious reasons.

From what activity do you wish your child to be excused?

Identify where in the curriculum the activity exists. (Please identify the grade level, class, building.)

For what reason do you wish your child to be excused. (Please state the particular religious objection to
this activity, including the religious teaching you believe this activity violates.)

I understand that I am requesting the school to excuse my child from certain activities and that my request
is subject to review and determination by the school. I further understand that if my request is granted,
my child may still be required to view the activity, discuss the activity or may otherwise be exposed to the
subject matter of the activity.

Parent/Guardian Signature

Administrator Signature

IKE Assemblies

IKE

Each building principal may schedule assemblies as the needs of students and school dictates.
Each building principal shall develop a behavior code for students attending school assemblies.

Approved: August 1993

IKH Substitute Teaching

IKH

(See GBRJ)

The board encourages the administrative staff to secure qualified substitute teachers for use in the district.

The superintendent and principals will compile a list of all substitute teachers available to the district, and each building principal shall have a copy of said list prior to the beginning school each year.

Each building principal shall secure substitute teachers for use in the building on a need basis and from the master list noted above.

At the end of each pay period, each principal shall file a detailed report with the superintendent regarding the substitutes used by such principal in the building during such pay period.

The board shall establish the rate of pay for substitute teachers each August.

Approved: August 1993

IKI Lesson Plans

IKI

Each building principal, in conjunction with the superintendent, is authorized to develop rules and regulations concerning the use and maintenance of lesson plans in each building in the district.

Each building principal shall assume the responsibility of seeing that each teacher develops and maintains appropriate lesson plans.

Approved: August 1993

ING Animals and Plants in the School

ING

With the prior approval of the principal, animals or plants may be brought to school for instructional purposes.

If someone is injured by an animal or comes into contact with a toxic plant, the incident shall be immediately reported to the administration by the supervising teacher. The principal shall notify the appropriate persons.

Service Animals in the Schools

Service animals are permitted in the schools and on school property in accordance with federal law. In order for the district to accommodate the health and safety of our students and staff while maintaining our educational services, programs, and activities, employees and students are encouraged to notify their building administrator prior to bringing a service animal to school for the first time. Patrons or individuals attending functions or having short term business on school property are not required to provide advance notice to school staff in order to be accompanied by a service animal on school property.

Access to school buildings will not be denied to a service animal as long as the animal is individually trained and required to do work or perform tasks for the benefit of an individual with a disability. Such work or tasks must be directly related to the individual's disability. District staff shall not be responsible to provide care or control of a service animal, and any service animal which is out of control or is not housebroken may be excluded by district staff.

For the purpose of this policy, "service animals" is not deemed to include animals provided by the school for instructional purposes or for therapy or comfort animals.

Approved: October 2022

KASB Recommendation – 6/22

ING-R Animals and Plants in the School

ING-R

Under no circumstances are animals to be transported on school buses.

Domesticated animals must be inoculated against rabies at the student's expense before the student may bring such animal to school. Animals must be adequately housed and cared for in screened cages. Handling of animals and plants by students must be on a voluntary basis. Only the teacher or students designated by the teacher are to handle the animals.

Teachers must assume primary responsibility for the humane, proper treatment of any animal in the classroom.

Teachers must be aware of federal and state laws regulating the handling of animals. (See KSA 21-4310)

If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their feeding, care and safety.

All experiments using live animals must have prior approval of the principal.

If a staff member or student has been bitten by an animal, the incident must be reported immediately to the school office by the supervising teacher. Principals are to assume responsibility to notify public authorities to have the animal impounded for observation. Principals will attempt to notify the parents.

Approved: August 1993